

CHILD: \_\_\_\_\_

Hearing Aid: \_\_\_\_\_

ATU: \_\_\_\_\_

### SIX SOUND TEST

DATE	AH	EE	U	SH	S	M	NOTES

### THE LING SIX SOUND TEST

/a/hot, /u/boot, /e/bee, /sh/ship, /s/say, /m/ummm

The six sound test is administered to determine the student's ability to detect and/or discriminate speech sounds through listening alone. The six sounds are used because they cover the speech range from low frequency to high frequency and from voiced vowels to unvoiced consonants.

Using the six sound test on a regular schedule will indicate how well a student is hearing with amplification. This test is administered with live voice by the teacher, therapist or parent every day with the student's own hearing aids and with their FM systems.

First, check the student's amplification as you normally would. Then, as the student wears the amplification, say the six sounds either from behind or in front with your mouth hidden from view (use a card or your hand). Ask the student to respond to the sounds by clapping, raising his/her hand or repeating the sound. It is important to be consistent. Always say the sounds at the same volume and distance from the student. Expect the student to respond consistently.

Keep a daily record of how each student responds and what amplification is used. Make note of anything unusual or inconsistent, even a weak battery or a hearing aid in the *off* position. When a student does not respond the same as in the past, recheck the amplification system (including earmold, tubing and batteries). If there is no obvious reason for the child's inconsistencies, consult with a staff Audiologist.